DOCUMENT RESUME

ED 174 854 CE 022 563

AUTHOR Verheyden-Hilliard, Mary Ellen
TITLE Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems.
INSTITUTION Verheyden & Associates, Washington, D.C.
SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Jun 79
NOTE 84p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Education; *Educational Improvement; *Educational Strategies; Elementary Secondary Education; Guidelines; *Sex Discrimination; *Sex Fairness; *Sex Stereotypes

ABSTRACT

This document reports the findings of a study undertaken to gather information about successful project approaches to the reduction of sex-role stereotyping in career education, K-12. (The study included for review all of the projects aimed at reducing sex-role stereotyping in career education which were directly funded by the Office of Career Education during its first three funding cycles, 1975-1977. Additional projects were selected for review from other federal and non-federal agencies.) The projects which are included in this document were selected because each offers in one or more of its approaches ideas of value to the practitioner and because analysis of their "problems," if there were any, provides insight on how to develop promising approaches to sex fair career education. This document is divided into three sections. Section 1 provides a state of the art review on the topic of sex equity and career education. Section 2 describes some general approaches to persistent problems, such as achieving equity in the classroom environment, involvement of parents, developing career education materials, and compiling a bibliography or resource list. The last section contains descriptions of thirty projects which can assist career educators in their attempts to reduce sex-role stereotyping. The description of each project includes the following elements: name and address of contact person; materials produced and/or available; abstract of project activities; setting; target population; and funding source. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED174854

REDUCING SEX STEREOTYPING IN CAREER EDUCATION: SOME PROMISING APPROACHES TO PERSISTENT PROBLEMS

Prepared for the
Office of Career Education
U.S. Office of Education

by

Mary Ellen Verheyden-Hilliard
Verheyden & Associates
3747 Huntington Street, N.W.
Washington, D.C. 20015

May 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 022 563

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Discrimination Prohibited

Title IX of the Education Amendments of 1972, Public Law 92-318 states:

> "No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Section 504 of the Rehabilitation Act of 1972 states:

> "Any program or activity which receives federal financial assistance 1) may not exclude qualified handicapped persons from aids, benefits or services; 2) must provide equal opportunity to participate or benefit; 3) must provide services as effective as those provided to the nonhandicapped, and 4) may not provide different or separate services except when necessary to provide equally effective benefits.

Therefore, any program or activity receiving Federal financial assistance, or part of a larger entity which receives Federal financial assistance, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a contract with the U.S. Office of Education, Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent the policy or position of the Office of Education.

TABLE OF CONTENTS

PREFACE. 1

THE STATE OF THE ART 3

- The New Reality 3
- The Role of Career Education. 3
- The Need to Mainstream Sex Equity 4
- The Need for Leadership 5
- Moving Forward. 6

PROMISING APPROACHES TO PERSISTENT PROBLEMS. 7

- Developing an Awareness that Lasts. 8
- Classroom Environment 9
- Introducing Sex-Role Stereotyping to Students 11
- Involvement of Parents. 13
- Effective Use of Community and School Help. 14
- Establishing Objectives for Reduction of Sex-Role Stereotyping 15
- Social Roles. 16
- Developing Career Education Materials 17
- Existing Curricular Materials 18
- The Teacher/User Guide. 19
- Field Testing and Evaluation. 20
- Bibliography/Resource List. 22

PROJECTS SEEKING TO REDUCE SEX STEREOTYPING IN CAREER EDUCATION. 23

- Anything You Want To Be 24
- Be What You Want To Be 25
- Climbing to Higher Education through Career Education. 26

Equity Career Education Project 27

From Dreams to Reality - A Career Awareness Exploration Program 28

From Dreams to Reality: Girl Scouts of the USA Career Awareness Exploration. 30

The Now and Future. 31

Opening the Doors 32

Penetrating School Strata Through Career Exploration 33

Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community. 34

The Development of Career Awareness in Young Children. 35

Freestyle 36

The Role of Women in American Society 38

Sex Fairness in Career Guidance: A Learning Kit . . . 40

Guidelines for Sex-Fair Vocational Education Materials 41

New Pioneers. 42

Project Open Door 43

Women in Non-Traditional Occupations: A Bibliography. 45

Career Guidance Materials for Parents 46

Changing Directions 48

Science and Mathematics Educational Program to Identify Role Models and Career Opportunities . . . 49

Project Equality. 50

The Career Readiness Program. 52

I'm Madly in Love with Electricity and Other Comments about Their Work by Women in Science and Engineering 53

Notable American Women: 1607-1950, A Biographical Dictionary 54

Undoing Sex Stereotypes: Research and Resources for Educators 55

Whatever Happened to Debbie Kraft?. 56

Women at Work: A Photographic Documentary. 57

Young Women and Employment: What We Know and Need to Know about the School-to-Work Transition. 58

You've Come a Long Way Baby: Where Tomorrow?. 59

CHART OF CAREER EDUCATION PROJECTS TO REDUCE SEX STEREOTYPING 60

PREFACE

This study was undertaken by the Office of Career Education to gather information about successful project approaches to the reduction of sex-role stereotyping in career education in the Kindergarten through 12th grade range. The findings of the study were to be analyzed and combined with the author's knowledge of the field to:

1. Assist career educators by identifying and describing promising approaches and persistent problems in reducing sex stereotyping in career education.

2. Make recommendations to the National Advisory Council for Career Education and the Office of Career Education regarding legislation, policy issues, research, demonstration activities, project development activities and/or areas for further study.

The study included for review all of the projects aimed at reducing sex-role stereotyping in career education which were directly funded by the Office of Career Education during its first three funding cycles -- fiscal years 1975, 1976 and 1977. Additionally, selected other projects funded by the National Institute of Education, the Bureau of Occupational and Adult Education, and the Women's Educational Equity Act Program which were career education oriented and which had as their primary purpose the reduction of sex stereotyping in career education in the K-12 range were included in

the study. Examples of non-federal effort by the private sector were also reviewed.

The projects identified here are not inclusive as the limitations of the contract precluded an exhaustive nationwide search for all non-commerical and commercial projects or products to reduce sex stereotyping in career education. Neither are the projects identified because they are "perfect." They are listed because each offers in one or more of its approaches ideas of value to the practitioner -- and because analysis of their "problems," if there were any, provides insight on how to develop "promising approaches" to truly sex fair career education.

In a separate document a set of recommendations has been developed for the Office of Career Education for transmission to the National Advisory Council for Career Education.

THE STATE OF THE ART

THE STATE OF THE ART

Calls for leadership to implement change are often relegated to the last page of the closing summary of a document -- a place at which not every reader arrives, thus defeating the purpose of the exhortation. This study, therefore, will make its plea at the beginning where, perhaps, even the casual reader, as well as all others, will stop to read and to consider.

The New Reality

A new reality is happening to the American work force. It is edging toward a composition of 50 percent men and 50 percent women. Already 60 percent of all American women between the ages of 18 and 64 are in the work force.

Those figures mandate that the attention we have given to helping boys prepare for ongoing, productive work careers must now be extended, with equal concern, to girls.

The Role of Career Education

Career education has a most significant role to play in this preparation. There is a need not only to assist girls to relate their education to serious, ongoing careers, but to help boys prepare for what these changes mean to their future roles. Presently, neither girls nor boys understand what is at stake or what only stereotypic preparation can mean to them over a lifetime. For example, the National Institute of Education notes that in a sample of 32,000 11th graders, 46 percent of the young women and young men

indicated they believed that women never work after they are once married.[1]

The reality, of course, is strikingly different:

- An American woman, whether she marries or not, can expect to work for at least 25 years of her life for pay outside the home.
- Two-thirds of all women who work are widowed, divorced, single, or married to men who make less than $7,000 a year.

Girls who do not understand these realities, who do not understand that they need to plan for an ongoing career, are unlikely to take career education seriously. And boys educated to the myth that women do not need, or want, serious careers are being ill-prepared for working with 50 percent of the workforce in an equitable manner.

The Need to Mainstream Sex Equity

Current research indicates that although an un-sex biased career education oriented curriculum in elementary school helps girls and boys identify increased career options for "women," for the reality of themselves, girls and boys continue to indicate that they expect to choose the traditional roles regardless of their exposure to the new career education curriculum.[2] In another study,[3] when girls were given special weekly 30-minute sessions on career exploration for a six week period, they tripled the possible choices they now saw available to themselves BUT all the choices for themselves still continued to be sex-stereotypic.

The implications of this research for the development of a career education system which hopes to relate the world

1/ Program Plan for Fiscal Years 1977-78, Education and Work Group, National Institute of Education, DHEW, 1977.
2/ Parks, B.J. "Career Development--How Early?" Elementary School Journal 76: 468-474, 1976.
3/ Harris, S.R. "Sex Typing in Girls' Career Choices: A Challenge to Counselors." Vocational Guidance Quarterly, 12: 128-133, 1974.

of work to education are complex and far-reaching. The researchers believed that failure of the interventions to address sex stereotyping directly--that is, talk about it, discuss it--had left the students still unable to relate non-stereotypic options to their own lives.

If girls and boys are to believe that non-stereotypic career choices are really open to them, the research suggests that career education programs will need to work consciously and consistently with girls and boys to overcome their belief that only stereotypic choices are possible for themselves, regardless of what they say they believe is possible for the rest of the world. It does not appear that that kind of careful assistance is yet being uniformly offered.

Overview assessments of career education programs in relation to girls and women by the National Institute of Education found the programs are "limited in quantity or coverage and are of uncertain quality."[1/]

The National Advisory Council for Career Education in its publication, Career Education in the Public Schools, 1974-75: A National Survey, revealed that in career educational materials both commercial and non-commercial:

> Sex bias is a greater problem than race bias and stronger efforts are needed to reduce stereotyping that can and does restrict students' occupational aspirations.

It would seem that many good people have not yet come to grips with the reality of what sex stereotypic career education--in place and reinforced from Kindergarten through 12th grade--can mean. The Department of Labor, however, points out the consequences very clearly.

The Department of Labor found that the majority of women workers are in occupations which are less skilled and which, therefore, pay lower wages. The Department found that

---

1/ Program Plan for Fiscal Years 1977-78, Education and Work Group, National Institute of Education, DHEW, 1977.

one of the major reasons women are in these jobs is because the education girls and women receive, including training and counseling, channels them into these jobs.

All of these findings indicate that there is a great need for serious and continuous efforts to ensure that the achievement of sex equity is a concern mainstreamed into every career education effort whether at the policy or programmatic level.

The Need for Leadership

If sex-stereotypic career education concepts and practices should continue to be introduced in the earliest grades and reinforced throughout the school years, the danger is very real that the educational and occupational channeling of which the Department of Labor speaks will intensify, forcing the majority of women who will make up 50 percent of the labor force into ever deepening circles of poverty.

Career education with its national Kindergarten through 12th grade emphasis on the interrelationship of education and work clearly has a legitimate reason--and a unique opportunity--to exert leadership to alleviate the educational problems which the Department of Labor, the National Advisory Council for Career Education, the National Institute of Education and the students themselves have highlighted.

Moving Forward

The suggestions which follow are offered to assist those who want to strengthen the sex fairness of their career education programs in a positive way by helping girls and boys to understand and prepare for the reality which we now know lies before them: a work force of 50 percent men and 50 percent women.

PROMISING APPROACHES TO PERSISTENT PROBLEMS

PROMISING APPROACHES TO PERSISTENT PROBLEMS

For all girls and boys to gain the most from career education efforts, the most promising approach is to begin every career education project with a look at sex-role stereotyping and then to interweave the impact of that exploration into all subsequent activities.

Since the possibility of sex stereotyping cuts across any grouping of humans, any reference in this study to "girls" or "women" is a reference to all girls and women of all groups, races and ethnicities, as well as to those within those groups who are handicapped. Within programs emphasizing work with minority youth, youngsters of ethnic groups, the handicapped or those economically disadvantaged, great care should always be taken to see that sex fairness rather than sex stereotyping prevails.

The following pages identify some of the problems which could arise in a career education project attempting to reduce sex stereotyping. Approaches for alleviating or eliminating the problems are suggested and a goal to keep in mind while working on the project is set out.

These approaches are applicable to all career education projects -- both those which mainstream concern with sex equity and those whose mainstream <u>is</u> concern with sex equity.

DEVELOPING AN AWARENESS THAT LASTS

Problem

Sex stereotyping is pervasive in real life at the present time. The attempt at reduction of sex stereotyping should be just as pervasive in the school setting. Certain project activities will, of necessity, be contained within a time framework, but if the awareness raised in those activities is also bottled up except at "project time," students will soon understand that reduction of sex stereotyping is an "activity" rather than an important issue which affects them profoundly. This can only dilute the positive effects of the project.

Promising Approaches

Students who are encouraged to continuously raise questions concerning sex stereotyping in language and attitudes in all their curricular materials, bulletin boards, projects and activities will be developing an awareness which will assist them in career exploration activities. They should be encouraged to listen to their own language and their own assumptions as well as those of their teacher. They should be encouraged to discuss the issue whenever or wherever they see or hear an example of sex stereotyping; for example, on television, in the movies, or in their magazines, books and popular records.

Students involved in their own "research and development" with respect to sex stereotyping gain a personal understanding of sex stereotyping which may not come so effectively if they are simply "shown" or "told." This does not mean that already prepared materials should not be used. It does mean that those materials, to be most effective, should lead the students to do some finding out on their own.

Goal

Encouragement of a classroom atmosphere which continually invites discussion about and recognition of sex-role stereotyping; which rewards sensitivity to the issue; and which encourages recognition of the seriousness of the issue.

CLASSROOM ENVIRONMENT

Problem

What goes on within the classroom may convey more information to girls and boys about sex-role stereotyping than any project ever could. If the project speaks of equity and the everyday classroom environment shows stereotyping or discrimination either by commission or omission, this double message will not be lost on the students. The project's potential impact is likely to be proportionately reduced, if not obliterated.

Promising Approaches

Achieving environmental equity will require some initial effort. However, once you have your supplies and sources, it is easy enough to use them again next year with appropriate changes to enhance effectiveness or timeliness.

Non-traditional jobs and the women and men in them have been identified and photographed. Art and music created by women are available. History can be expanded to more accurately reflect the role of women. While the 1,337 entries in the three volume Notable American Women may not be bedside reading for every youngster, just seeing it and knowing it exists, is a significant career support for girls who have too often been unable to respond to the challenge that women "never did anything." A monthly or weekly display of notable American women would no doubt be a career eye-opener for almost every girl and boy K through 12.

A sensitive teacher will be aware that simply counting an equal number of male and female faces in a classroom display will not do the job. Pictures of three male doctors and three female dental hygienists is not an equal representation of the health care field. A picture of a Senator and his female Administrative Aide does not break through any stereotypes in the political career field. So look for the picture of the Cabinet member who is a woman to match up with the Senator, and a male nurse to match up with the dental hygienist. Not only numbers but scope is important.

The school or local librarian should be enlisted in the project's efforts towards equity. More and more lists

are crossing the librarian's desk which bring information on rediscovered material by or about women or fresh interpretations of women's and men's roles. And the material is geared to all ages. If the librarians know you are interested, it is a nudge to purchase some of these materials so they will be available to all school children and to their teachers.

Goal

In general, let your display rule-of-thumb be a 50/50 representation of women and men, boys and girls.

All displays or student projects in whatever area -- pictorial history, biographies, jobs, language, social studies, art, music or sports -- should be presented and carried out in a way that provides ideas and role models which expand career possibilities for both boys and girls.

INTRODUCING SEX-ROLE STEREOTYPING TO STUDENTS

Problem

Some people working with career education concepts may feel uncomfortable trying to introduce the topic of "sex roles" or "non-traditional occupations." Unless the teacher or leader feels comfortable, it is unlikely that the discussion or the exploration will get very far. There is some research to indicate that teachers who are unsure of their ground in reducing sex stereotyping can contribute to some students being more confirmed in sex stereotyped attitudes after the attempted intervention.

Promising Approaches

Encouraging students to think about their own real interests and their own real abilities is probably a less threatening way to introduce the exploration of a wider variety of options than to ask students to consider "sex roles" or "non-traditional occupations."

Discussion of hobbies and interests can be extended to show how these activities might connect up with possible careers. The girl with an interest and ability in mathematics can be helped to locate the career range from electrician to astro-physicist where mathematics will be a valuable asset. The girl whose dolls are her most prized possession can be helped to expand the idea of working with children to pediatrics, to child psychiatry, to dentistry and so on. The boy who loves his action doll and plays war games can expand that interest to look at the relationship between the paramedic and the nursing profession. The girl who rides horses is not a long step from seeing herself as a park police officer or a forest ranger.

Be prepared to deal with the students' stereotypic comments, "Girls can't. . . ." or "Boys can't. . . ." For example, just a short while ago, women were not astronauts -- but they are now. Students have to be helped to look to the future, and prepare for it. Otherwise they will limit themselves only to what has been.

Eliminating stereotypes means eliminating group judgement. Some boys and girls "can't" but some girls and boys <u>can</u> -- and will.

<u>Goal</u>

Find ways to make yourself and your students comfortable in expanding career horizons. Whether or not you use the jargon is unimportant. Where or not youngsters feel free in your classroom to explore the possibilities of their interests and abilities -- is.

INVOLVEMENT OF PARENTS

Problem

Some parents may not be comfortable with the concept of non-traditional work roles for their daughters or sons. Gains made in school in this area can be undercut at home by a parent who genuinely does not understand what is at stake.

Promising Approaches

If the reduction of sex-role stereotyping is a very "new" idea in a community, a training component for parents in the form of a preliminary meeting before work starts with the children would probably strengthen the program's impact. This would be a time to engage the cooperation of the Title IX Coordinator, the Equity staff and members of local women's groups who have children in the school.

You can be a great asset to such a meeting by discussing and perhaps preparing a fact sheet hand-out, giving parents thought-provoking, up-dated information on the role of American women, both married and unmarried, in the work force. Parents who understand the likelihood of their daughter needing and wanting a life-long career which matches her interests and abilities are more likely to be supportive of serious career preparation.

In order to achieve maximum impact, parents could be provided with ideas and possibly materials in order to reinforce the goal of reducing sex stereotyping at home.

Goal

Develop ways of explaining to parents the negative effects of sex-role stereotyping on their daughters and their sons. Gain parental support to reinforce at home the activities and ideas being tried out at school.

EFFECTIVE USE OF COMMUNITY AND SCHOOL HELP

Problem

Finding work sites to visit which do not have a totally sex-stereotypic job force can be time consuming. Locating, contacting, setting up in-school visits with women and men who hold jobs which are non-sex stereotypic requires additional time from the teacher or the project leader.

Yet to ignore these components of a career education project is to ignore one of the most effective ways to convince a youngster that non-sex stereotypic job opportunities for her or him really do exist.

Promising Approaches

Some career education projects have made use of Comprehensive Employment and Training Act (CETA) funds to hire individuals to do the telephone research necessary to locate the people in non-traditional jobs and to set up on-site or in-school visits. Other projects have involved local women's groups who may have information or access to women in presently non-traditional occupations. In still other situations, the Title IX Coordinator and the Equity staff of the school system have been able to provide leads and assistance. All of these methods serve two purposes: they involve the larger community in the success of the project and they help conserve the teacher's time.

Keeping an updated record of speakers, their work, address and telephone number with date of presentation is probably a good idea. An updated, ready resource list will prove invaluable as time goes on.

Goal

Ongoing exposure to non-sex stereotypic job models is important. While one non-traditional career day a year is good, visible role models spread over the year help keep the student's mind open to new possibilities and reinforce "career day."

ESTABLISHING OBJECTIVES FOR REDUCTION OF SEX-ROLE STEREOTYPING

Problem

It is well to be aware that some traditionally valued objectives of education may perpetuate rather than alleviate sex-role stereotyping. For this reason, care must be taken in establishing the objectives of a project designed to reduce sex stereotyping. For example, an objective for students of "less fantasy acting" and more "school readiness" could conceivably be diametrically opposed to what some students need to be encouraged to do--to dream, to imagine--if they are to break out of stereotypic career boxes. Over-emphasis on group rather than individual activities as an objective in a reduction of sex stereotyping project (or a general career education project) may deliver a one-sided message which tends to negate careers which depend on self-sufficient, self-reliant individuals.

Promising Approaches

Objectives for reduction of sex-role stereotypingshould recognize that one of the most important goals may be to encourage teachers to review their own classroom expectations, particularly for girls, which may reinforce stereotypic career choice.

For example, the girl who is rewarded only for being quiet, orderly, following directions, and being helpful to the leader (teacher) is spending many career education years learning how to achieve and feel comfortable only in the supportive roles which translate into the stereotypic female occupations: nurse, secretary, flight attendant and so on. The boy who is independent, challenging, often following his own agenda yet part of a team is headed in a different direction.

Goal

Development of more sophisticated objectives and evaluation techniques which recognize that some differences in objectives may be needed for each sex if reduction of sex stereotyping is to take place. Development of objectives which would seek to increase classroom teacher tolerance and support of non-traditional classroom behaviors for girls, i.e. challenging, independent, assertive, are needed.

SOCIAL ROLES

Problem

Some projects have discussed the changing family roles of women and offered suggestions and examples of how a woman can combine her work at home with her work outside the home. While meaning well, these projects have intensified sex stereotyping by suggesting that family care is only the woman's responsibility.

Promising Approaches

Discussing women's family roles and how some women combine family and work roles is important. However, it is equally important to discuss men's family roles and responsibilities in order to prepare boys for the changing world which is facing them. Great care must be taken that a young girl's career exploration is not burdened with worries about family responsibilities as a hurdle to overcome before she is allowed to choose freely.

On "career days" bring in men who are sharing responsibility for child and home care. In thinking ahead to a career, it is important for both girls and boys to understand that family roles, if there are to be family roles, will be shared.

Goal

Recognition by both girls and boys that family responsibilities are shared responsibilities. The concept that such responsibilities "belong" to one sex who is "helped" to carry out these responsibilities by the other sex should be eliminated.

DEVELOPING CAREER EDUCATION MATERIALS

Problem

Most existing career education materials tend to be sex stereotypic either through commission or omission. There are very few consistently sex fair models available.

Promising Approaches

As you develop your own materials, or seek to improve those you have, keep a close watch not only on language and illustration but on attitude.

Illustrations: Illustrations should show girls and women 50 percent of the time and boys and men 50 percent of the time. Care should be taken about how the people in the pictures are portrayed as well as how many of them there are. Pictures which tend to show men at outside jobs and women at inside jobs, men in professional or executive positions and women only in skilled trades or lower level positions will continue to be sex stereotyped no matter how non-traditional the jobs.

Language: All material should reflect an unbiased attitude by consistent usage of she and he, him and her, hers and his unless a specific person is being referenced.

Attitude: Career education materials should not imply that girls are free to pursue careers only after they have taken care of their marital and parental responsibilities -- unless the potential family life of boys is also strongly emphasized in a way that assumes he will be equally responsible for taking personal care of <u>his</u> home and <u>his</u> children.

Goal

Materials should affirmatively welcome both boys and girls, provide equal role models for both, and make no assumptions about whose is the responsibility for home and child care.

EXISTING CURRICULAR MATERIALS

Problem

Existing curricular materials are clogged with sexist references and concepts concerning women's role and occupational choice. Because children are surrounded by these limiting materials, the impact of the project seeking to reduce sex stereotyping in career education is constantly undercut.

Promising Approaches

Some career education projects have themselves undertaken the revision of existing curricular materials to achieve sex fairness. This has been done as a career education project in itself and in conjunction with an ongoing career education project. The result has strengthened the career education project impact as well as providing sex fair materials to teachers outside the project.

Difficulty sometimes arose when those making the revisions were not sufficiently aware of the nuances of sex stereotyping and sex discrimination embedded in the materials and left sex-biased material in place (see Developing Career Education Materials). For this reason, it would probably be useful to seek some assistance in an undertaking of this kind using guidelines, outside groups, or those responsible for sex equity in the schools, such as Title IX Coordinators to assist in the work. Additionally, since change means not only eliminating but re-stating, outside help can provide a fresh perspective and provide some good ideas for re-write.

Goal

Revision of all curricular material for sex fairness (including mathematics, history, social studies, science, family life and physical education) to ensure that sex fair career education programs are not being undercut by a sex stereotypic curriculum.

THE TEACHER/USER GUIDE

Problem

Some projects with excellent materials ran into difficulties because those who were to lead the discussion on expanded career options for girls felt themselves ill-equipped to do so. The result, in some cases, was that girls were left to fend for themselves in dealing with the new material. To a leader new to sex stereotyping concerns, guidance is helpful not only to encourage the teacher to begin, but to provide support as the project progresses.

Promising Approaches

A training component, perhaps even self-administered, which addresses not only the use of the materials but the underlying need to eliminate sex stereotyping enhances the project's capability.

A teacher/user guide should help the leader answer questions about sex stereotyping, justify the necessity of reducing sex stereotyping, and provide general background information on why students should work on such a project and why parents should support it as a worthwhile undertaking.

Step-by-step details and explanation can be very useful to those who wish to use the project as a model or as a jumping off place for their own plans. Even sample forms, letters, responses can help others save time by using them as models. Any guidance you can give the next person as to what worked for you will prove invaluable to the novice and a source of added support to others.

Goal

More explanation, attractively presented, rather than less is a worthwhile objective for exemplary projects. The user can always choose to leave something out, but it is very difficult to reconstruct what one knows little or nothing about.

FIELD TESTING AND EVALUATION

Problem

Some validations are so extremely technical that they are all but unintelligible to the layperson. A close reading sometimes reveals that under the technical language, the fact of the matter is, there has been little gain in, for example, the affective domain or the cognitive development of students as a result of using project materials.

Promising Approaches

Designing and interpreting field tests and evaluations for projects concerned with the reduction of sex stereotyping require special skills, and the work of the project director will be improved by an evaluator who has those skills. For example, there has already been some research which indicates that projects aimed at reducing sex stereotyping are likely to be more effective in changing student attitudes when the teacher is informed and committed to the issue of reducing sex stereotyping. The implications of this knowledge for field testing materials, and student attitude about those materials, surely has meaning which it would be well to address in the evaluations and validations.

Interpretations of evaluations and field testing results will be more fruitful if care is taken to check the meaning behind responses, insofar as one is able. For example, in a project (whose main emphasis was not reduction of sex stereotyping) the field test found that boys felt girls were being unduly accentuated in the career education material. However, a careful look at the material in question revealed that boys, in fact, outnumbered girls four to one in the illustrations.

What the field test revealed was not that the material was biased in favor of girls, but that boys are apparently so unused to seeing girls have important roles, even though those roles are a numerical minority, that a ratio of four boys to one girl made boys feel as if girls were getting too much attention! It will be very important that evaluators and project directors faced with similar results resist eliminating girls in important roles in order to perpetuate the stereotypes.

Promising Approaches (Continued)

Reports which are intelligible and lend themselves to a teaching role concerning what "works" and what might be improved are more valuable because they have meaning not only for the project at hand, but also offer insight to others trying to do a better job.

Goal

All projects should be evaluated and field tested. The goals of evaluation and field testing should be: 1) well-designed instruments fine-tuned to the question of sex-role stereotyping; 2) interpretations of results which sensitively probe the findings; 3) a report written in English that clarifies rather than obscures the outcome; and 4) suggestions for improvement based on the findings.

BIBLIOGRAPHY/RESOURCE LIST

Problem

Sometimes bibliographies or resource lists on reducing sex stereotyping in career education, like bibliographies on other topics, snowball without much culling out of dated material and often without annotation. Sometimes listings are limited to print materials, unfortunately ignoring the visual media which can be such a practical asset to the classroom practitioner.

Promising Approaches

It is probably a good idea to review any material which you are going to put into your project's bibliography on how to reduce sex stereotyping. What seemed an equitable presentation only a few years ago, may or may not pass today's higher standards for sex fairness. Review your recommendations with the same care to eliminate sex stereotyping as you would any other career education materials to be used by your project.

Bibliographies and resource lists are much more useful when they are annotated. A word or two on how the material can be used to reduce sex stereotyping in career education will tell the interested person what she or he needs to know. Ideally, the annotation should also contain a where-to-get-it address and cost information if appropriate.

When you find good material write down the accurate title, author, and source complete with address and cost and a few words of description. Developing a bibliography that you have used and can trust would be a valuable asset to a colleague or to anyone who might look to you as a contact person on sex fair career education resources.

Goal

A wide-ranging list of print and non-print materials which support reduction of sex stereotyping in career education. Each item should be annotated and information provided, when available, on cost and source. Thought should be given to including material for students as well as adults. All materials recommended should be reviewed for sex stereotyping.

PROJECTS SEEKING TO REDUCE SEX STEREOTYPING IN CAREER EDUCATION

The listing of projects on the following pages does not imply any overall endorsement or certification of perfection. Nor does absence from the list imply a deficiency. The limitations of the contract precluded an exhaustive nation-wide search to find all the non-commercial and commercial projects to reduce sex steretoyping in career education.

The projects listed are predominantly federally funded, with examples of non-federal efforts. By picking and choosing among the ideas and materials presented, it should be possible to increase the sex-fairness of almost any career education effort. Each of the projects offers in one or more of its aspects something of value to a person seeking to develop a career education program which is free of sex stereotypes.

As you consider any project, or in the development of your own project, you may want to compare what is being offered or planned to the findings which were developed out of the work of this study: "Promising Approaches to Persistent Problems," That section begins on page 7.

ANYTHING YOU WANT TO BE

Contact: Margaret Sandner
Girl Scouts of Milwaukee, Inc.
2500 North Mayfair Road
Milwaukee, Wisconsin 53226
(414) 476-1050

Materials:
1. Booklet: Anything You Want To Be, 26 pp.
2. Filmstrip: Anything You Want To Do

Available: Yes, for Booklet. No, for Filmstrip.
From address above.

Abstract:

Project was designed for use by troup leaders of 9 through 11 year old Girl Scouts as the basis for an activity patch. Booklet contains discussion guides, suggestions for field trips, awareness material on sex stereotyping of work options. Ideas for follow-up of field trips through role-playing, art projects and so on are presented.

The filmstrip is a training activity for leaders on how to work with the Girl Scouts on Anything You Want To Be.

Setting: Any career exploration activity.

Target Population: Girls, 9 through 11, who are Girl Scouts, and their leaders. The activity booklet is adaptable to non-scouts. The filmstrip shows only Girl Scouts.

Funded by: Office of Career Education,
U. S. Office of Education

BE WHAT YOU WANT TO BE

Contact: Robert Adkison, Superintendent
Ceres Unified School District
P. O. Box 307
6th and Lawrence Streets
Ceres, California 95307
(209) 537-4751
Project Director: Catherine Lyman-Fry

Materials: Booklet: Be What You Want To Be, 30 pp.

Available: Copy available for review in Career Education Library.

Abstract:

Thirty people who held non-traditional jobs visited this 6th grade class, talked about themselves and their jobs, and interacted with the students. Following the interview, students then wrote up each visitor. The booklet contains pictures of the class at play and at work and on-the-job pictures of each visitor. The student-author of each article is pictured on the same page as the person written about. Careers described include men who are nurses and librarians and women who are auto painters in a repair shop, detectives with the local police force and a radio engineer. The project was developed as part of a larger K-12 project "Career Education Responsive to Every Student - A Model" which was funded by the Office of Career Education.

Setting: Language Arts.

Target Population: Adaptable to almost any grade level.

Funded by: Office of Career Education,
U. S. Office of Education

CLIMBING TO HIGHER EDUCATION THROUGH CAREER EDUCATION

Contact: Doris Watson
Project Director
Texarkana School District
1600 Forrest Street
Texarkana, Arkansas 75502
(501) 772-0551

Materials: Handbook on the project.

Available: Yes. From address above.

Abstract:

The project is based on the premise that in order to accomplish change students need to be aware of the issues and implications of the problem, exposed to the true nationwide and local needs and given opportunities to investigate the choices open to them. The project incorporates the above steps to demonstrate methods and techniques in Career Education for reducing sex stereotyping in career choice. The project is working with the 7th, 8th, and 9th grades with integral cooperation with the community and parents.

Setting: Classroom and community.

Target Population: Girls and boys in the 7th, 8th, and 9th grades, their parents and the wider work-world community.

Funded by: Office of Career Education,
U. S. Office of Education

EQUITY CAREER EDUCATION PROJECT

Contact: Dr. Audrey B. Norris
Maple Heights City School District
5500 Clement Drive
Maple Heights, Ohio 44137
(216) 587-3200

Materials:
1. Equity Career Education Curriculum Guide for grades 3, 6, 8, and 10 (contained in one guide).
2. Description of activities used in conjunction with these curricula is contained in the project performance report.

Available: Yes. From address above.

Abstract:

The curriculum guide is based on objectives and contents. Each lesson has a process learning and is listed according to subject area. The activities are further divided by learning intent, learning activity, materials and evaluation. Behavioral objectives are used.

In addition to the curriculum guide, the program included in-service training for teachers, evaluation of career education materials with the Equity Career Education staff, contacting employers, schools and institutions to assist in planning activities, field trips, worker visits to classrooms, review and changes in the school's guidance program and revision of the school's administrative procedures handbook.

Setting: School and community.

Target Population: Girls and boys of the 3rd, 6th, 8th and 9th grades, teachers, counselors, administrators, parents and the community in the activities.

Funded by: Office of Career Education,
U. S. Office of Education

FROM DREAMS TO REALITY - A CAREER AWARENESS EXPLORATION PROGRAM

Contact: Nancy Garfield
Project Director
Program Department
Girl Scouts of the USA
830 Third Avenue
New York, New York 10022
(212) 751-6900

Materials:

1. Activities in Career Awareness and Exploration. An activity book introducing non-stereotyped career education concepts and activities.
2. A Health Career Exploration Program. An activity book and career cards.
3. Careers in the World of the Arts. Communication and media, performing arts, fine arts, applied arts activity book and career cards.
4. Careers in the World of People. Personal service and social service activity book and career cards.
5. Careers in the World of the Out-of-Doors. Sports, recreation, conservation activity book and career cards.
6. Careers in the World of Today and Tommorow. Science, business and technology activity book and career cards.
7. Practical Guidelines to Community Exploration. Guidelines for a structured series of trips/speakers (for girls 12-14) or a career sponsorship (girls 15-17).
8. Suggestions for Leaders. Training materials guide to serve for all the above materials.

Available: Yes. From address above.

Abstract:

Purpose is to reduce sex-role stereotyping and encourage broader career awareness in girls. Each career cluster provides for three types of activities: "Insights" -- looking at attitudes and personal preferences, "Options" -- focusing on choices, and "Close-Ups" -- helping girls explore firsthand. Each activity book has a packet of cards that feature a real woman in the career on one side of the card (with picture and information) and on the other side, general information relating to the particular career such as salary range and educational requirements. The material has been field-tested and adopted by the Girl Scouts as part of their national program.

Setting: Any career exploration activity.

Target Population: Girls: 12 to 17 (although the basic career information would also be useful to boys.)

Funded by: Office of Career Education,
U. S. Office of Education

FROM DREAMS TO REALITY: GIRL SCOUTS OF THE USA
CAREER AWARENESS EXPLORATION

Contact: Nancy Garfield
Project Director
Program Department
Girl Scouts of the USA
830 Third Avenue
New York, New York 10022
(212) 751-6900

Materials:
1. Activity Kit in Career Awareness and Exploration containing 130 developmental and sequential activity cards focusing on general career topics in the five worlds of Girl Scouting: World of Well-Being, World of People, World of the Arts, World of Today and Tomorrow (science, business, and technology), and the World of the Out-of-Doors. There will also be a Leader Guide to the activities.
2. A series of career awareness articles in Daisy, the Girl Scout magazine and in the Girl Scout Leader magazine.

Available: Yes. From address above.

Abstract:

The project is generally modeled on the earlier Girl Scout Career Education project for girls from 12 to 17 years of age. The material will be field tested and adopted by the Girl Scouts as part of their national program.

Setting: Any career exploration activity.

Target Population: Girls 6 to 12 (although the basic career information would also be useful to boys).

Funded by: Office of Career Education,
U. S. Office of Education

-30-

THE NOW AND FUTURE

Contact: Dr. Robert Blum
Career Education Coordinator
Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado
(303) 231-2368
Linda Doyle, Project Specialist

Materials:

1. Resource box with materials needed to do 104 unit activities: student worksheets, transparencies, slide/tape presentations, posters, etc. Also included is a Resource Handbook for the school staff.
2. Slide/tape presentation describing project program and activities.
3. Teacher's Guide.

Available: Yes, on a limited basis outside the district.

Abstract:

This exploration experience integrates career development into 8th and 9th grade language arts programs. It is divided into five mini-units, each consisting of activities designed to help students reinforce language arts outcomes and grasp career related concepts. It is listed here because it was funded by Career Education to do a revision which eliminates sex-role stereotyping in career education.

Setting: Language Arts Programs.

Target Population: Students in the 8th and 9th grades.

Funded by: Office of Career Education,
U. S. Office of Education

OPENING THE DOORS

Contact: Joel Geller
Project Director
Cogent Associates
575 Ewing Street
Princeton, New Jersey 08540
(609) 921-1484

Materials: Curriculum prototype: K-1 activities resource guide, 4 photobooks, 1 filmstrip with cassettes, sound tapes, slides, flannel board figures, games, poster, and chart sets, student story-books. Also included are evaluation instruments with instructions. Five prototypes were developed.

Available: Yes. From address above.

Abstract:

A career awareness program for K-3 which is interdisciplinary and multi-media. The program is sequential. It includes reading readiness, reading, writing, verbal, audio-visual, simulation and kinesthetic experiences. Some of the objectives are to increase preferences among boys and girls for those activities where girls and boys are presently in the minority. Other objectives are to get students to prefer verbal over non-verbal activities and group to individual activities.

Setting: Classroom

Target Population: Students in K through 3.

Funded by: Office of Career Education,
Office of Education

PENETRATING SCHOOL STRATA THROUGH CAREER EDUCATION

Contact: Robert J. Edmonson
Career Education Coordinator
Bristol Public School System
985 Farmington Avenue
Box 450
Bristol, Connecticut 06010
(203) 584-0971
Clarice Stevens, Project Coordinator

Materials: None produced.

Available: Not applicable.

Abstract:

High school teachers from two local high schools participated in five workshops during the course of the school year. The workshops addressed sex-role stereotyping in textbooks, curriculum, attitudes and classroom practice. Two of the workshops were full days and three were half days.

Setting: Staff Development Activities.

Target Population: High School Teachers.

Funded by: Office of Career Education,
U. S. Office of Education

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS
IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES
IN THE COMMUNITY

Contact: Dr. Robert Blum
Career Education Coordinator
Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado
(303) 231-2368
Linda Doyle, Project Specialist

Materials:
1. Mini-unit for junior high school students on understanding sex stereotyping.
2. Project module for senior high school students.
3. Inservice module for staff.

Available: Yes. From address above.

Abstract:

Approximately 200 8th through 12th grade students in an Experience Based Career Education program are provided with non-traditional career exploration opportunities in the community. Support for the effort is integrated into the curriculum through mini-units for junior high students which explore sex stereotyping language and career choice, anti-sex discrimination laws and personal experiences. A similar approach is used for the senior high project. Staff inservice module covers the same material for adults, and additionally, looks at sex fair counseling and career materials.

Setting: Classroom, staff development, and job sites in the community.

Target Population: Eighth through 12th grade students, their teachers and counselors.

Funded by: Office of Career Education,
U. S. Office of Education

THE DEVELOPMENT OF CAREER AWARENESS IN YOUNG CHILDREN

Contact: National Institute of Education
Education and Work
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-5470

Materials: Booklet: The Development of Career Awareness in Young Children, 73 pp.

Available: Yes. From address above.

Abstract:

This is a 73-page booklet which gathers together and reviews information about what research indicates very young children know about careers and the development of that career awareness. The material describes existing career awareness curricula for very young children, recommends research and educational programs which have the potential for increasing career awareness in young children. Throughout it addresses the reduction of sex stereotyping in careers. Although it speaks about relatively young students, what it has to say has implications for any project aiming for the reduction of sex stereotyping in career education at any level.

Setting: Teacher/counselor training.

Target Population: Those interested in sex-fair development of career awareness.

Funded by: National Institute of Education,
Department of Health, Education and Welfare

FREESTYLE

Contact: Dr. Mary Lou Randour
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-5470

Materials:

1. National Television Series of 13 half hours to be produced by KCET in Los Angeles for nationwide broadcast in the Fall of 1978 on Public Broadcasting Service (PBS).
2. Segments of 15 minutes of the above programming available for showing in the schools.
3. Curriculum guides divided into units that support the 15-minute television programs in the schools.
4. Home Publications for use by parents and other caring adults in the home environment.
5. Freestyle Comic Books to use in school and at home to involve both youngsters and adults in reading and talking about the ideas presented in the television series. The comic books aim for new impact with games, exercises, unique adventures and entertaining educational activities.

Available: Fall of 1978. For information contact address above.

Abstract:

The series will give students knowledge about specific adult occupations and family roles in a non-sex stereotypic way, and non-sex stereotypic behaviors which they can use when they encounter a career-oriented opportunity or dilemma -- in a summer job, at home, in school or in extracurricular activities. At home, youngsters and their parents will see

a complete weekly half-hour version of each program. In the classroom, youngsters will see half-hour programs split into individual quarter-hour segments, each shown on separate school days and reinforced with follow-up classroom discussion and activities.

The curriculum for FREESTYLE was produced by members of the staff of the Office of the Los Angeles County Superintendent of Schools with special expertise in career education, social science, bi-cultural education, counseling and guidance and instructional television with assistance of a representative from Science Research Associates, Inc.

Setting: School and home.

Target Population: Grades 4 through 7, their parents and teachers.

Funded by: National Institute of Education, Department of Health, Education and Welfare

THE ROLE OF WOMEN IN AMERICAN SOCIETY

Contact: Adeline Naiman
Project Director
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100

Materials:

1. Girls at 12, a documentary film about three young friends in an industrial town near Boston. Explores complex influences from home, school and peers which shape girls' identities and their expectations for the future. A Teacher's Guide and Student Resource Book accompany the film together with Vignettes, a 15 minute film interviewing women whose lives touch on the film.
2. Clorae and Albie, a documentary film about two young black women exploring and reflecting on the challenge of becoming an adult when traditional expectations of women's roles do not fit neatly with the realities of their lives. A Resource Book for teachers accompanies the film.
3. Sally Garcia and Family, a documentary film exploring some of the changes in the life of a close-knit, two-parent family when the mother returns to work. A Resource Guide for teachers accompanies the film.

Available: Yes. From address above.

Abstract:

The Role of Women in American Society is a film-based curriculum project for high schools. It is designed to help young people -- male and female -- consider the decision points in other people's lives so that they may make informed choices

for their own futures. The resource guides and books offer activities, projects, and references to help any teacher adapt the films to their particular teaching situation. The guides contain teaching suggestions, course plans, and suggestions for handling value-laden issues in the classroom.

Setting: The units have been used as parts of courses in history, anthropology, sociology, psychology, English, women's studies, career education, media, home economics, and the family.

Target Population: The films have been shown to high school students in urban and suburban high schools from a wide variety of backgrounds. The films are also useful with adults, both parents and educators.

Funded by: National Institute of Education, Department of Health, Education and Welfare

SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT

Contact: Linda Stebbins, Nancy Ames, Ilana Rhodes
Abt Associates
55 Wheeler Street
Cambridge, Massachusetts 02138
(617) 492-7100

Materials: Self-administered curriculum materials: guidebook that includes pre and post assessment techniques, spirit masters, role-playing scenarios, resource information and suggested ways to broaden traditional career assumptions. There is also an audio tape of four counseling interviews.

Available: Yes. From address above.

Abstract:

This material is to aid in elimination of sex-role stereotyping and sex bias in the process of career choice. Curriculum materials have four parts: orientation to sex fairness (dual role system, traditional family and occupational roles for both sexes); recommendations for a comprehensive sex-fair career guidance program; guidelines for sex-fair use of career interest inventories; and a resource guide with an annotated bibliography. Although directed to counselors, much information in this kit would provide background and support to any person working with students in the area of career choice.

Setting: Counselor Training. Also important for anyone working with students on career choice.

Target Population: Counselors.

Funded by: National Institute of Education, Department of Health, Education and Welfare

GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS

Contact: Women on Words and Images
P. O. Box 2163
Princeton, New Jersey 08540
(609) 921-8653

Materials: Booklet: Guidelines for Sex-Fair Vocational Education Materials, 40 pp.

Available: Yes. From address above.

Abstract:

The guidelines cover language and visuals in vocational presentations, historical roles, social roles, physical appearances and discrimination by omission, inadequate discussion and incorrect, out-of-date information. Everything covered would be applicable to career education materials.

A very clear format presents the "Issue" for each item of concern in one sentence. "Sex Biased" and "Sex Fair" examples of the issue are then shown (both language and visuals). This is followed by a "Guideline" which sets out in one or two sentences the procedures to be followed to avoid sex-biased usage.

Setting: Any effort to develop or improve vocational education materials.

Target Population: Users and developers of Vocational Education materials or any education and work related materials.

Funded by: Bureau of Occupational and Adult Education, U. S. Office of Education

NEW PIONEERS

Contact: Amanda J. Smith
New Pioneers Director
North Carolina Department
of Public Instruction
Raleigh, North Carolina

Materials:

1. Resource Book.
2. Training and strategy model for inservice program.
3. Filmstrip, 25 minutes, "I'm Glad I'm A She! I'm Glad I'm A He!."
4. "The Effects of Sex Bias on Girls and Women With Special Needs," 15 minute slide presentation.
5. Twenty-one page annotated list of instructional media for non-sexist materials.
6. Ten lesson training course.

Available: Yes. From address above.

Abstract:

The 116-page resource book details plans and findings of a two-year project to develop awareness of sex stereotyping among educators in North Carolina. The wide-ranging handbook offers suggestions on working with state staff, local directors and inservice training for teachers.

Setting: Staff Development.

Target Population: Elementary and secondary teachers.

Funded by: Bureau of Occupational and Adult Education, U. S. Office of Education

PROJECT OPEN DOOR

Contact: Mary Ellen Verheyden-Hilliard
Project Director
District of Columbia
Commission for Women
Project Office:
3747 Huntington Street, N.W.
Washington, D.C. 20015
(202) 966-6997

Materials:

1. Hey, What Are Your Plans for the Next 60 Years? An 80-frame slide/sound show directed to junior high school students to encourage non-traditional exploration of vocations and non-sex stereotypic exploration of related family roles.
2. Leader's Guide contains training information and resources for those wishing to strengthen their ability to lead a discussion on the slide/sound show.

Available: Yes, Fall 1978. For information contact the Sex Equity Office in your State Education Agency Office of Vocational Education, or project office listed above.

Abstract:

The slide/sound show emphasizes the 60 years a current teenager has ahead. The purpose of the slide show is to assist girls and boys to explore the reasons behind the need for broader occupational choice for women and to assist boys and girls to explore some of the myths surrounding social roles. The Leader's Guide is a self-training guide for the presenter of the slide show containing interaction techniques, statistical information, questions and answer response to "difficult" questions, follow-up suggestions, a select resource list and the script narrative.

Setting:	Any career exploration activity for youngsters or staff development on reducing sex stereotyping.
Target Population:	12, 13, 14, 15 year olds, their teachers and parents.
Funded by:	Bureau of Occupational and Adult Education, U. S. Office of Education

WOMEN IN NON-TRADITIONAL OCCUPATIONS: A BIBLIOGRAPHY

Contact: Bureau of Occupational and Adult Education
U. S. Office of Education
7th and D Streets, S.W., #5128
Washington, D.C. 20202
(202) 245-8176

Materials: Women in Non-Traditional Occupations: A Bibliography, 189 pp.

Available: Yes. From ERIC, P. O. Box 190, Arlington, Virginia 22210, ERIC Document Number: ED133460

Abstract:

This is an annotated bibliography of literature on women in non-traditional careers covering material published between January 1970 and June 1976. It provides a wealth of non-stereotypic material. It does not include addresses of publishers or cost of material.

Setting: Could be of use in any school.

Target Population: Teachers, counselors, administrators interested in developing non-sex stereotypic vocational or career exploration program.

Funded by: Bureau of Occupational and Adult Education, U. S. Office of Education

CAREER GUIDANCE MATERIALS FOR PARENTS

Contact: Mary R. Keeney
Pennsylvania Commission
for Women - Governor's Office
512 Finance Building
Harrisburg, Pennsylvania 17120
(717) 787-8128

Materials:
1. Film of parents discussing their feelings as their daughters entered and progressed in non-traditional vocational education programs.
2. Fact book for parents.
3. Teacher/Counselor Guide to assist parents in their support of their daughter's vocational choice.

Available: Yes, in 1979. For further information contact address above.

Abstract:

The goal of this project is to reduce parental resistance to non-traditional vocational training for young women.

Setting: Parent/teacher or community meetings on education.

Target Population: Parents of school age girls and young women.

Funded by: The Women's Educational Equity Act Program, U. S. Office of Education

CHANGING DIRECTIONS

Contact: Judith Kaufman, Project Director
Leadership Development Project
Wisconsin Board of Vocational,
Technical and Adult Education
4802 Sheyboygan Avenue, 7th Floor
Madison, Wisconsin 53702
(608) 266-7983

Materials:

1. Overcoming Sex Stereotyping and Sex Bias in Vocational Education: Training Package.
2. Human Relations Course for Vocational Educators.
3. The Minority Women's Series: Vocational Education Needs of Hispanic Women.
4. Talent Pool: Job Bank Model.
5. Women in Vocational Education: Training Package.
6. Men's Lives/Women's Advancement: Training Package.
7. Team Building Clerical Upward Mobility: Training Package.

Available: Yes. From address above.

Abstract:

The overall goal of the project is to advance women into leadership positions. Three basic components of the model are: 1) creating a proper climate for change; 2) providing a specific education process; and 3) developing a Talent Pool/ Job Bank. Model workshops are included.

In the training manuals much emphasis is given to Nominal Group Technique (NGT) as a method of proceeding. NGT involves silent generation of ideas in writing, round-robin

feedback, discussion, individual voting and prioritizing with the group decision being mathematically derived through rank-ordering or rating.

Setting: Leadership training for adults, inservice training, workshops.

Target Population: Adult women and men in education.

Funded by: Women's Educational Equity Act, U. S. Office of Education

SCIENCE AND MATHEMATICS EDUCATIONAL PROGRAM
TO IDENTIFY ROLE MODELS AND CAREER OPPORTUNITIES

Contact: Sharon L. Menard
2848 North 107th Street
Lafayette, Colorado 80026
(303) 665-5240

Materials:
1. Curriculum materials by grade level for career classroom and counseling activities. Packet includes biographical sketches of women who are role models in science and mathematics. Descriptions of jobs in the math/science fields
2. Career Guides for student activities.
3. Sources of financial assistance for training in math and science.
4. Guidelines for conducting workshops with the project's materials.

Available: Yes, for further information contact address above.

Abstract:

The purpose of this project is to motivate and encourage girls and women who display ability and interest in science and mathematics. Tools are provided for exploration by the student and to assist the teacher/counselor to facilitate the exploration.

Setting: Classroom activities. Counseling Resource.

Target Population: Sections are adaptable and of interest to students of all ages and to teachers and counselors of students of all ages.

Funded by: The Women's Educational Equity Act Program, U.S. Office of Education

PROJECT EQUALITY

Contact: Verna Ness
Information Facilitation
Highline Public School District
P. O. Box 66100
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166
(206) 433-2365

Materials:

1. Occupation Simulation Packets, grades K-6. Helps identify and apply skills with hands-on simulation rather than through gender identification.
2. Work Pictures. People in jobs not traditional for their sex.
3. Elementary School Media Display. Books, records, games and implementation plan that encourages non-traditional job considerations.
4. Filmstrips "But What Can I Do?" Thirteen approaches.
5. Junior High Media Display. Books, records, games and implementation plan that encourages non-traditional job exploration.
6. Senior High Media Display. Same as above.
7. Bibliography.
8. Activity Books.
9. Speaker's Bureau Guide. How to establish.

Available: Yes. From address above.

Abstract:

The project materials encourage students to look at their interests and abilities rather than sex roles as a guide to career exploration. There is much material offered and

because there is such a selection, the element of choice on the part of the teacher and student aids the purposes of the project. The material includes a list of nine week and mini-length courses that outline the way to help students expand their perceptions of themselves and others in career education non-sex stereotyped roles for use in social studies, language arts, and home economics. The traveling media display assists students to begin exploration. Project Equality has been approved for national dissemination by the HEW Division of Education's Joint Dissemination Review Panel.

Setting: Elementary and secondary schools.

Target Population: Students K through 12.

Funded by: Title III Programs of the Elementary and Secondary Education Act

THE CAREER READINESS PROGRAM

Contact: YWCA
The Career Readiness Program
1052 West 6th Street
Los Angeles, California 90017
(213) 482-3470

Materials:

1. Workbook for Participants. Introduction, worksheets.
2. Group Leader's Manual. Explains plan and procedures for each session.
3. Two Slide Presentations. First slide show is a training presentation for leaders. Second slide show portrays a young woman going through a job interview and is used as a training film for the students.
4. Wheel of Fortune Awareness Game. Players select a character and then must learn to deal with what happens to the character as a result of spins of the wheel, chance cards, etc.

Available: Yes, in 1979. For further information contact address above.

Abstract:

The program was developed by the YWCA in cooperation with the Women's Bureau of the Department of Labor and the California Commission for Women. It is a five session group program (approximately one hour per session). It is designed for use by both girls and boys.

Setting: Appropriate for use in school or in any career exploration activities.

Target Population: Girls and boys in junior and senior high school.

Funded by: Original grant from Rosenberg Foundation. Grant for revision from Atlantic Richfield Co.

I'M MADLY IN LOVE WITH ELECTRICITY
AND OTHER COMMENTS ABOUT THEIR WORK
BY WOMEN IN SCIENCE AND ENGINEERING

Contact: Nancy Kreinberg
Lawrence Hall of Science
University of California
Berkeley, California 94720
(415) 642-5132

Materials: I'm Madly in Love With Electricity, 37 pp.

Available: Yes. From address above.

Abstract:

The book presents photographs of women at work in the fields of mathematics, engineering, astronomy, chemistry and the life sciences. The text is primarily quotes from each of the women telling what their job entails, what they "do" as an organic chemist, a mathematician, a mechanical engineer and so on. Also included are names and addresses of resource people in each of the fields as well as publications covering each of the disciplines.

Setting: Career exploration in mathematics and science.

Target Population: All ages. Although the book would appear to be for secondary students, women in the book make the point that if students don't take the necessary math and science in junior and senior high school it will be nearly impossible for them to continue in these fields after high school.

Funded by: The publication was supported by a grant from the Zellerback Family Fund.

NOTABLE AMERICAN WOMEN: 1607-1960, A BIOGRAPHICAL DICTIONARY

Contact: Edward T. James
Janet Wilson James
Paul S. Boyer, Editors
Belknap Press of
Harvard University Press
Cambridge, Massachusetts

Materials: Three volume, 728-page set of books.

Available: Yes, in paperback. Third printing, 1974.

Abstract:

The books document the lives of notable American women for 350 years. Carefully researched and written, the book notes in its introduction that the criterion for inclusion was "distinction in their own right of more than local significance," and "only one group of women, the wives of the presidents of the United States, were admitted. . .on their husbands' credentials." The others got there on their own. The women listed number 1,337.

Setting: Career exploration and research activities.

Target Population: Probably junior high school and above.

Published by: Belknap Press of Harvard University Press
Cambridge, Massachusetts

UNDOING SEX STEREOTYPES: RESEARCH AND RESOURCES FOR EDUCATORS

Contact: Marcia Guttentag and Helen Bray
Authors
McGraw-Hill Book Company
New York, New York

Materials: A 342-page paperback book.

Available: Yes, paperback, published 1976.

Abstract:

The book is based on a non-sexist intervention project. Educators and developmental psychologists worked in co-ordination to design the experiment and measures and to develop the curriculum and teacher-training methods. A total of twenty-two experimental classrooms were fully involved in the project from beginning to completion. The age levels were Kindergarten, 5th and 9th grades. The book contains the objectives and curricula used in the intervention together with background material and resource guides.

Setting: The intervention took place in the Kindergarten, 5th and 9th grades. Information in the book would be appropriate for use at all grade levels.

Target Population: The book is directed to those who wish to better understand the rationale and methods for eliminating sex stereotyping in the classroom.

Published by: McGraw-Hill Book Company

WHATEVER HAPPENED TO DEBBIE KRAFT?

Contact: Feminists Northwest
5038 Nicklas Place, N.E.
Seattle, Washington 98105
(206) 524-4973

Materials: Booklet/Game: Whatever Happened to Debbie Kraft?
26 pp.

Available: Yes. From address above.

Abstract:

An awareness game for students, teachers, parents, counselors. At the beginning of the game, Debbie Kraft is a high school senior with no special advantages of income or family background. As players play the game they make a series of choices for Debbie. Choices send them back and forth through the book where they encounter other sets of choices. Eventually they come to the end of the game. The game makes it possible for players to consider not only alternatives but possible outcomes of those alternatives. No coice is presented as the "correct" answer and no choice leads to a panacea. The choices involve family, work and education.

Questions at the end of the game can be used to start discussions about what happened to Debbie and why, or what could have happened to Debbie and why. A short bibliography at the end lists resources on working women and non-sex stereotypic counseling.

Setting: Junior and senior high school courses on social studies, home and family life, language arts or career education implementation.

Target Population: Junior and senior high school students, their teachers, parents, counselors.

Funded by: Developed by Feminists Northwest, a non-profit education group.

WOMEN AT WORK: A PHOTOGRAPHIC DOCUMENTARY

Contact: Betty Medsger
Photographer/writer
Sheed and Ward, Inc.
New York, New York

Materials: A 212-page paperback book.

Available: Yes, paperback, published 1975.

Abstract:

The book documents in pictures and text the wide range of work being done by American women today. Over 150 women are pictured at their jobs and the text accompanying the pictures is almost entirely quotes from the women about their work. Among others pictured are women who are symphony conductors, coal miners, architects, truckers, sheepherders and nuclear engineers. The book includes women of all ages and from all groups.

Setting: Any career exploration effort.

Target Population: Almost any age. Because the book is mostly pictures, even young children can use it.

Published by: Sheed and Ward, Inc.
New York, New York

YOUNG WOMEN AND EMPLOYMENT: WHAT WE KNOW AND NEED TO KNOW ABOUT THE SCHOOL-TO-WORK TRANSITION

Contact: Women's Bureau
Department of Labor
200 Constitution Avenue N.W.
Washington, D.C. 20210

Materials: Book containing Proceedings of the Conference sponsored by the Women's Bureau and the Office of Youth Programs of the Department of Labor in May, 1978.

Available: Yes, from address above.

Abstract:

In the book, experts share their knowledge about issues surrounding the school-to-work transition for young women. Topics addressed include teenage women with small children, how occupational choices of young women are affected by schools and parents as demonstrated by the research, employment for disadvantaged young women, how counseling can assist or hinder the school-to-work transition. Presentations by panels of young people are included and additional resources are listed.

Setting: Useful for self-training or pre- or in-service training of those seeking to strengthen their ability to assist career considerations for young women.

Target Population: Anyone wishing to strengthen their ability to assist girls and young women in the school-to-work transition.

Published by: Women's Bureau

YOU'VE COME A LONG WAY BABY. WHERE TOMORROW?

Contact: Open Doors
380 Madison Avenue
New York, New York 10016
(212) 573-9514
Frances Low, Director

Materials:
1. Units on sex-role stereotyping: "Way it is -- Way it was," "Women & Words," "Women & Jobs," "Women & Crime," and "Women & Men."
2. Teacher's Guide contains objectives, ideas, concepts and information on where material can be used, what students should be able to do, and sample activities.

Available: Yes. From address above.

Abstract:

The five units on sex-role stereotyping use contemporary and idiomatic usages while examining such things as television programs and television advertising. Their appeal is to the older student in the high school range. The units lend themselves to insertion in a variety of ongoing courses such as social studies, history, language, or home and family courses.

Setting: High school classes.

Target Population: Students in the 10th to 12th grade range.

Funded by: Economic Development Council of New York City and the New York City Board of Education

DO NOT FILM THIS PAGE

CHART OF CAREER EDUCATION PROJECTS TO REDUCE SEX STEREOTYPING

CAREER EDUCATION PROJECTS TO REDUCE SEX STEREOTYPING

Funded by: Office of Career Education, U.S. Office of Education

Title	Level	Materials	Contact
ANYTHING YOU WANT TO BE	9-11 yr.	Booklet of title, filmstrip Anything You Want To Do*	Margaret Sandner Girl Scouts of Milwaukee, Inc. 2500 North Mayfair Road Milwaukee, Wisconsin 53226 (414) 476-1050
BE WHAT YOU WANT TO BE	Gr. 6	Booklet on 30 people in non-traditional careers written by 6th grade class.**	Robert Adkison, Superintendent Ceres Unified School District P. O. Box 307 6th and Lawrence Streets Ceres, California 95307 (209) 537-4751 Project Director: Catherine Lyman-Fry
CLIMBING TO HIGHER EDUCATION THROUGH CAREER EDUCATION	Gr. 7-9	Handbook on how project helped students expand career choice.	Doris Watson Project Director Texarkana School District 1600 Forrest Street Texarkana, Arkansas 75502 (501) 722-0551

* Not available.
**Copy available for review in Career Education Library.

Title	Level	Materials	Contact
EQUITY CAREER EDUCATION PROJECT	Gr. 3, 6, 8 and 10	Lesson plan guides for equity career education. Performance-based objectives and recommended activities, materials and evaluation.	Dr. Audrey B. Norris Maple Heights City School District 5500 Clement Drive Maple Heights, Ohio 44137 (216) 587-3200
FROM DREAMS TO REALITY- A CAREER AWARENESS EXPLORATION PROGRAM	Gr. 6-12	Five career cluster activity books and cards, career exploration activity book, training materials and guide.	Nancy Garfield Project Director Program Department Girl Scouts of the USA 830 Third Avenue New York, New York 10022 (212) 751-6900
FROM DREAMS TO REALITY: GIRLS SCOUTS OF THE USA CAREER AWARENESS EXPLORATION	Gr. K-6	Modeled after previous project. Includes activity kit with 130 developmental and sequential activity cards as well as career awareness articles from scout magazines.	Nancy Garfield Project Director Program Department Girl Scouts of the USA 830 Third Avenue New York, New York 10022 (212) 751-6900
THE NOW AND FUTURE	Gr. 8-9	Unit integrating career development in language arts. Revised to eliminate sex stereotyping.*	Dr. Robert Blum Career Education Coordinator Jefferson County Public Schools 1209 Quail Street Lakewood, Colorado (303) 231-1268 Linda Doyle, Project Specialist

*Available only on a limited basis outside the district.

Title	Level	Materials	Contact
OPENING THE DOORS	Gr. K-3	Multi-media kits for K-1 and 2-3. Activities, resource guide, cassette filmstrip, sound tapes, flannel board figures, games, posters, charts, and storybooks.	Joel Geller Project Director Cogent Associates 575 Ewing Street Princeton, New Jersey 08540 (609) 921-1484
PENETRATING SCHOOL STRATA THROUGH CAREER EDUCATION	High School Teachers	No materials. Project was series of workshops on sex-role stereotyping.	Robert J. Edmonson, Career Education Coordinator Bristol Public School System 985 Farmington Avenue Box 450 Bristol, Connecticut 06010 (203) 584-0971 Clarice Stevens, Coordinator
PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY	Gr. 8-12	Junior high mini-unit, senior high project, inservice module, for supporting expanded career exploration.	Dr. Robert Blum Career Education Coordinator Jefferson County Public Schools 1209 Quail Street Lakewood, Colorado (303) 231-2368 Linda Doyle, Project Specialist

Funded by: National Institute of Education, Department of Health, Education and Welfare

Title	Level	Materials	Contact
THE DEVELOPMENT OF CAREER AWARENESS IN YOUNG CHILDREN	Adults	Review of research on development of career awareness in young children.	National Institute of Education Education and Work 1200 19th Street, N.W. Washington, D.C. 20208 (202) 254-5470
FREESTYLE	Gr. 4-7 Parents	Television series with segments for national broadcasting, school use. Support materials: Curriculum guides, parent materials, comic books.	Dr. Mary Lou Randour National Institute of Education 1200 19th Street, N.W. Washington, D.C. 20208 (202) 254-5470
THE ROLE OF WOMEN IN AMERICAN SOCIETY	Secondary school students, educators and parents.	Films: Girls at 12; Clorae and Albie; Sally Garcia and Family. Student and teacher guides.	Adeline Naiman Project Director Education Development Center 55 Chapel Street Newton, Massachusetts 02160 (607) 969-7100
SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT	Counselors	Curriculum materials, pre- and post assessment techniques, tapes, scenarios, spirit masters.	Linda Stebbins, Nancy Ames, Ilana Rhodes Abt Associates 55 Wheeler Street Cambridge, Massachusetts 02138 (617) 492-7100

Funded by: Bureau of Occupational and Adult Education, U.S. Office of Education

Title	Level	Materials	Contact
GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS	Gr. K-12	Handbook to assist in development of sex-fair vocational education materials.	Women on Words and Images P. O. Box 2163 Princeton, New Jersey 08540 (609) 921-8653
NEW PIONEERS	Teachers	Filmstrip, slide show, training materials on developing awareness of sex stereotyping.	Amanda J. Smith New Pioneers Director North Carolina Department of Public Instruction Raleigh, North Carolina 27602 (919) 733-3551
PROJECT OPEN DOOR	Gr. 7, 8, 9 Parents Teachers	Slide/sound show for sex-fair, pre-vocational exploration of work and social roles with junior high students. Leader's Guide to assist in answering student questions on changing roles of men and women.	Mary Ellen Verheyden-Hilliard Project Director District of Columbia Commission for Women Project Office: 3747 Huntington Street, N.W. Washington, D.C. 20015 (202) 966-6997
WOMEN IN NON-TRADITIONAL OCCUPATIONS: A BIBLIOGRAPH.	Teachers Counselors Administrators.	Annotated listing on women in non-traditional careers between 1970-1976.	ERIC P. O. Box 190 Arlington, Virginia 22210 ERIC Document Number: ED133460

Funded by: Women's Educational Equity Act Program, U.S. Office of Education

Title	Level	Materials	Contact
CAREER GUIDANCE MATERIALS FOR PARENTS	Parents Teachers Counselors	Film of parents expressing feelings about daughters in non-traditional vocational training programs. Parent Fact Book. Teacher/Counselor Guide to assist parents in support of daughters' vocational choice.	Mary R. Keeney Pennsylvania Commission for Women - Governor's Office 512 Finance Building Harrisburg, Pennsylvania 17120 (717) 787-8128
CHANGING DIRECTIONS	Adults	Training Package for advancing women into leadership in vocational education: Workshop and Job Bank models, Upward Mobility programs.	Judith Kaufman Project Director Leadership Development Project Wisconsin Board of Vocational Technical and Adult Education 4202 Sheyboygan Avenue Madison, Wisconsin 53702 (608) 266-7983
SCIENCE/MATHEMATICS EDUCATIONAL PROGRAM TO IDENTIFY ROLE MODELS AND CAREER OPPORTUNITITES	Teachers Counselors All grades	To facilitate educational opportunities for girls who display ability and interest in math/science. Curricular materials by grade level.	Sharon L. Menard Project Director 2848 North 107th Street Lafayette, Colorado 80026 (303) 665-5240

Funded by: Title III Programs of the Elementary and Secondary Education Act

PROJECT EQUALITY	Gr. K-12	Occupation Simulation Packets Work Pictures, Elementary Media Display, Filmstrips (13), Speaker's Bureau Guide, Jr. High Media Display, Sr. High Media Display, Activity Books	Verna Ness Highline Public School District, P.O. Box 66100 15675 Ambaum Boulevard SW Seattle, Washington 98166 (206) 433-2365

Non-Federally Funded Projects

Title	Level	Materials	Contact
THE CAREER READINESS PROGRAM	Gr. 7-12	Five session awareness program: Group Leader Manual, 2 slide shows, participant workbook, Wheel of Fortune awareness game.	YWCA The Career Readiness Program 1052 West 6th Street Los Angeles, California 90017 (213) 482-3470
I'M MADLY IN LOVE WITH ELECTRICITY AND OTHER COMMENTS ABOUT THEIR WORK BY WOMEN IN SCIENCE AND ENGINEERING	Gr. 5-12	37-page booklet with photographs of and text by women working in math, engineering, astrophysics, chemistry. Resource list of people and publications in each field.	Nancy Kreinberg Lawrence Hall of Science University of California Berkeley, California 94720 (415) 642-5132
NOTABLE AMERICAN WOMEN: 1607-1960, A BIOGRAPHICAL DICTIONARY	All ages	1,337 entries of American women carefully researched and written. The book is in three volumes both hardback and paperback.	Edward T. James Janet Wilson James Paul S. Boyer, Editors Belknap Press of Harvard University Press Cambridge, Massachusetts
UNDOING SEX STEREOTYPES:	Adults	Paperback book, 342 pages. Contains research, curriculum for Kindergarten, 5th and 9th grades, resource guides.	Marcia Guttentag and Helen Bray Authors McGraw Hill Book Company New York, New York

Title	Level	Materials	Contact
WHATEVER HAPPENED TO DEBBIE KRAFT?	Gr. 7-12	Awareness game for students, teachers, counselors and parents. Can be played individually or in groups.	Feminists Northwest 5038 Nicklas Place, N.E. Seattle, Washington 98105 (206) 524-4973
WOMEN AT WORK: A PHOTOGRAPHIC DOCUMENTARY	All ages	Over 150 women pictured at their jobs: Symphony conductor, coal miner, steel worker, architect, etc. Text is their comments about their jobs. 208 pages. Large paperback.	Betty Medsger Photographer/writer Sheed and Ward, Inc. New York, New York
YOUNG WOMEN AND EMPLOYMENT. WHAT WE KNOW AND NEED TO KNOW ABOUT THE SCHOOL-TO-WORK TRANSITION	Adults	Topics covered include teenage women with small children, how parents, counselors, teachers help or hinder the school-to-work transition, employment of disadvantaged young women.	Women's Bureau Department of Labor 200 Constitution Ave. N.W. Washington, D.C. 20210 (202) 523-6643
YOU'VE COME A LONG WAY BABY. WHERE TOMORROW?	Gr. 10-12	Units on sex-role stereotyping, teacher's guide on their use and evaluation.	Open Doors 380 Madison Avenue New York, New York 10016 (212) 573-9514

* U. S. GOVERNMENT PRINTING OFFICE: 1979 629-813/2496